

# Burnside Playgroup

Inspection report for early years provision

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**Unique reference number**

EY396148

**Inspection date**

11/12/2009

**Inspector**

Julie Larner

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Burnside Playgroup has been running for 26 years and was first registered in 2000, this is a re-registration as the group have moved premises. The premises are located within the grounds of Burnside Primary School on the outskirts of Cramlington. The group operates from a community room within the school, and has access to the yard, field and hall. The group is managed by a voluntary committee.

A maximum of 16 children aged two to under five years may attend the setting at any one time. There are currently 41 children on roll, who attend a variety of sessions. The group opens for five mornings a week during term time from 9am to 11am and from 1pm to 3pm Monday, Wednesday and Thursday. There are seven members of staff who work with the children, six of who have appropriate childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well in the setting due to the strong emphasis the staff team place on developing and nurturing the children's personal, social and emotional welfare. Space, resources and time are generally managed effectively. However, a lack of regular outdoor play directly impacts on the opportunities for children's physical development. Policies are generally in place, however a key one is missing. The staff team place emphasis on keeping the environment that children use hygienic and clean. However, children's personal hygiene and a healthy diet are not sufficiently promoted. Children are highly valued as individuals in the setting and the staff work hard to ensure that they know all about the children's needs and ensure that all of the children are included, however, resources to promote diversity are limited. The setting is clear about the areas they wish to improve in the group but this sometimes lacks focus to show how this will be achieved.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- provide an action plan to show how children can have regular access to outdoor play (Organisation) 12/02/2010
- ensure that an effective safeguarding policy includes the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare). 17/12/2009

To further improve the early years provision the registered person should:

- extend the opportunities children have to learn about diversity
- ensure snacks provided for children are healthy, balanced and nutritious
- ensure that children learn about good personal care, for example, by washing their hands at appropriate times
- use the Ofsted self-evaluation form and quality improvement processes as the basis of on-going internal review.

## **The effectiveness of leadership and management of the early years provision**

Children are safe and secure in the setting. They are cared for by an established staff team, who have worked together for a long time. They all have a good understanding of child protection issues and what to do to safeguard children if they have concerns. Whilst some staff know what to do if there is an allegation made about a staff member, a written policy for this is not in place. This means a regulation has not been fully met. Policies and procedures generally cover most of those that are needed, however, they have not been recently updated to reflect changes and ensure they are in line with current guidance.

Children are cared for by suitable adults, who show a good attitude towards improving their development and knowledge by attending further courses in early education and childcare. They show a sound understanding of their roles and responsibilities in the setting, as they carry out tasks, such as wiping down tables before children eat. However, on some occasions daily routines are not extended to ensure children learn about good personal hygiene. For example, by being encouraged to wash their hands before snack time. Daily routines provide substantial time for children to make choices from a fair range of accessible equipment. However, a lack of regular times for children to play outdoors means that they have limited opportunities to develop their physical skills and benefit from active play, which contributes to keeping their bodies healthy. Sound key worker systems ensure that staff have a good understanding of children's individual needs and accurately know what the next steps in their development are. This also ensures that all children are included effectively in the setting and treated with equal respect.

Parents are welcomed into the group by staff and are readily kept informed about what is happening in the setting through newsletters and social events. The setting is beginning to develop partnerships to work with others who provide the Early Years Foundation Stage (EYFS) for the children. The manager of the group shows a sound understanding of the need to ensure everyone is included in evaluating the provision and the care that children receive, such as staff members and parents. However, self-evaluation is in its infancy and on occasions lacks a clear focus of how improvements can be made.

## **The quality and standards of the early years provision and outcomes for children**

Children confidently come into the setting and separate from their parents and carers with ease due to the lovely, warm welcome they received from the staff who care for them. They are beginning to develop relationships with other children attending the group, as they happily play together and talk about what they are doing. The staff team have developed good relationships with the children they care for. Consequently, they are highly alert and knowledgeable about the children's individual needs. Children feel highly confident in the staff team's care, as they are listened to and highly valued by them. The staff team are exceptionally vigilant and sort out behaviour disputes between the children with techniques that work successfully. The staff sensitively explain to children the effect their behaviour has on others and encourage them to apologise, with support from adults. Children begin to learn about good behaviour, as staff remind them to say please and thank you at snack time. They also praise children enthusiastically when they have remembered to do this independently.

Children freely move around their environment with tremendous confidence. They select from a fair range of equipment, such as, books, push along toys and role play resources, to make decisions about what they want to do. Planned creative activities provide opportunities for children to use different materials, as they make Santa decorations. However, these are sometimes very adult-directed, meaning children have less time to explore their own ideas and be creative. Children are respected and listened to by the adults that care for them. They comfortably approach staff members to request specific toys and equipment or different drinks at snack time, such as milk.

Children make satisfactory progress in many areas of their development and good progress in their personal and social skills. These are highly encouraged by staff to help children with the transition from home to being at the setting. Some young children are highly skilled at sharing and taking turns with each other, showing they have begun to develop friendships and a good understanding of boundaries and rules in the group. Planning and observations carried out by staff show that they have a very good understanding of the individual needs of their key children. They know children exceptionally well and because of this, they adequately consider and promote the next steps in the children's development.

Children remain safe and free from harm in the setting. They are taken to the toilet by staff to ensure they are safe and are sensitively reminded why they should not run inside. The staff remain vigilant and alert about dangers to the children in the setting. For example, they regularly move around equipment, such as small slides and see-saws that keep away from the walls, to ensure that they do not pose a risk to the children using them. Some planned activities contribute to children learning about healthy foods, such as tasting different fruits and talking about what they like. However, less emphasis is placed on introducing healthy foods at snack time due to financial implications. Successfully promoting children's physical development is an area the group recognises needs significant improvement. With no available outdoor area, planning time for children to be

outside and explore their natural environment is limited.

Children gain skills for the future from the well balanced routine and activities that are made available on a daily basis. For example, they sing songs that help them begin to learn about simple addition, count fruits that the hungry caterpillar has eaten in a story and enjoy drawing pictures and threading cards. Children become engrossed at story time, they intently listen to the stories and staff ensure the routine of the day provides plenty of opportunities for children to talk and listen to each other. The staff promote equal opportunities very well, consequently, children play with all of the equipment and toys, as both boys and girls confidently dress up in the role play area. Diversity and helping children to learn about others is valued in the setting with planned activities. However, there are less freely accessible resources and equipment to further promote this.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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